

# Community Unit School District 300 School Improvement Plan, 2017-2018



School Name	Liberty Elementary School	9-22-17
Principal Name	Bob Chleboun	
Mission and Vision	Mission: To ensure all students are college or career ready upon graduation Vision: To provide an exemplary education in a safe and rewarding environment	
School Improvement Team Members	Angie Herrenbruck: Kindergarten Teacher, Renee Repenning: Kindergarten Teacher, Mary Corbett: Grade 2 Teacher, Kate Nangle: Grade 3 Teacher, Kelley Calabrese: Grade 4 Teacher, Bri Fowler: Grade 5 Teacher, Rachel Brown: Special Education Teacher, Patrick Kleparski: Specials Teacher, Sarah Kedroski: Assistant Principal, Marcy Dobush: PTO President, Irene Arsoniadis: PTO Vice President and 2nd Grade Teacher, Danielle Nielson: PTO Secretary, Lynette Gordon: PTO Treasurer (shared w/PTO 9/18/17)	
Cabinet Member Signature and Date		
Superintendent Signature and Date		
Board President Signature and Date		

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<b>District Goal #1: Develop Great Teachers and Leaders</b>					
SIP Goal #1: SMART Goal					
Liberty Elementary School will demonstrate improvement on the 5-Essential Survey in the area of Collaborative Teachers under the category of Collaborative Practices by moving from Least Implementation in 2016-17 to Average Implementation in 2018-19.					
Target Group or Subgroup:					
PLC Leadership Team and all Instructional Staff					
Rationale/Research: (Wiseways or other)					
<p><b>The Art &amp; Science of Teaching / Making the Most of Instructional Rounds</b></p> <p>Robert J. Marzano Instructional rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.</p> <p><b>How Professional Learning Communities Benefit Students and Teachers</b> <i>Shirley Hord, Learning Forward's scholar laureate, has focused her career on research about and practice of effective professional learning communities.</i> <a href="http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2015/08/how_professional_learning_communities_benefit_students_and_teachers.html">http://blogs.edweek.org/edweek/learning_forwards_pd_watch/2015/08/how_professional_learning_communities_benefit_students_and_teachers.html</a></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Liberty will enhance its involvement in its own building based instructional rounding process by continuing with a PLC staff specific rounding event followed by a second round including all interested staff.	9/30/17- Two dates to be determined	PLC Leadership Team	Share at staff mtg.	Floating subs based on number of participants	Building Budget
Administration will work with all staff that completes the 5-Essentials survey to ensure understanding of survey questions and results to help achieve accurate feedback.	12/14/17 staff meeting	PLC Leadership Team, Principal	None		Building Budget
Implement use of floating sub/s to cover a class for 30 minutes monthly to allow entire grade level PLC to meet during a common specials block.	9/15/17	Grade level teams and other certified staff	None	Cost of half day floating sub.	Building Budget
Additional Liberty staff members will be trained on PLC s to expand the understanding and practices of effectively incorporating a PLC based collaborative culture (Pending this is provided by District)	7/1/18	Principal	District	District Funded	District Funded
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
<ul style="list-style-type: none"> <li>● Staff feedback based on review of 5 Essentials area of Collective Practices data</li> <li>● Instructional rounding schedules (2)</li> <li>● Collection of grade level common plan time meeting agendas</li> </ul>					

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Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)	
2016/2017 5- Essentials Survey	2017/2018 5-Essentials Survey	2018-2019 5 Essentials Survey	

<b>District Goal #2: Engage Family and Community</b>					
SIP Goal #2: SMART Goal					
Liberty School will demonstrate improvement in the area of Parent Involvement in School on the 5-Essentials Survey by increasing from Average Implementation in 16-17 to More Implementation in 18-19.					
Target Group or Subgroup:					
Liberty Parents, children, instructional staff					
Rationale/Research: (Wiseways or other)					
<p>Family Liaison Officers (FLOs) are line managed in their individual schools by their headteachers.</p> <p>Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLO is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>The FLO works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.</p> <p><a href="http://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/family-liaison-officers">http://www.kelsi.org.uk/support-for-children-and-young-people/support-for-schools/family-liaison-officers</a></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
New Family School Liaison (FSL) will receive ongoing district training to provide resources to parents and support classroom teachers.	Ongoing training	Principal, Title 1 Administrator	District	District Funded	District Funded
Set up meeting to review job description of FSL to highlight key areas where FSL can best support Liberty community including translating, increased visibility, attending orientation nights, greeting families at drop off/pick up, engaging with students in additional areas of school.	7/1/17	Principal, Assistant Principal, FSL	None	None	None

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Continue to provide communication and technology access to parents at the building level to increase parent participation levels in completion of 2018 5-Essentials Survey.	Spring 2018 once 5 Essentials date has been determined	Principal, Assistant Principal, FSL	School	None	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
By reviewing outcome of 2018 5-Essential parent survey results					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)			
2016-2017 5- Essentials Survey	2017-2018 5 Essentials Survey	2018-2019 5 Essentials Survey			

<b>District Goal #3: Equitable and Efficient Use of Resources</b>					
SIP Goal #3: SMART Goal					
Liberty School will demonstrate improvement on the 5-Essentials survey in the area of Teacher Influence by moving from Less Implementations in 16-17 to Average Implementation in 18-19.					
Target Group or Subgroup:					
Instructional Staff					
Rationale/Research: (Wiseways or other)					
<p><b>10 Things Teachers Want in Professional Development</b> 1. Teachers want a voice and choice in the PD offered. 2. Teachers want PD that is relevant for their students., 3. Teachers want PD they can use right away. 4. Teachers want PD that is conducted by professionals with classroom experience. 5. Teachers want PD that is innovative and creative. 6. Teachers want PD that makes them better teachers. 7. Teachers want PD that is practical and not theoretical. 8. Teachers want PD that allows them to collaborate and speak honestly.9. Teachers want PD that will be relevant for a long time. 10. Teachers want Admin to attend and participate in the PD sessions.</p> <p><a href="http://plpnetwork.com/2015/08/28/10-teachers-professional-development/">http://plpnetwork.com/2015/08/28/10-teachers-professional-development/</a></p>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
A survey focused on literacy needs will be administered to all teaching staff to determine professional development needs.	August 14, 2017	Principal, Reading Teacher, Reading Interventionist	School	None	None

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Liberty staff will present relevant topics/presentations based on survey needs at early release days.	When agendas are building based	Instructional Staff	School	None	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
<ul style="list-style-type: none"> <li>PLC Leadership Team to collect feedback on professional development needs from their grade level teams</li> <li>Teachers to share feedback with PLC leadership teams throughout school year</li> </ul>					
Baseline Data	Benchmark 1 (Define date)	Benchmark 2 (Define date)			
2016-2017 5 Essentials Survey	2017-2018 5 Essentials Survey November 2017-January 2018	2018-2019 5 Essentials Survey			

<b>District Goal #4: Develop the Whole Child</b>					
SIP Goal #4: SMART Goal					
Liberty Elementary School will demonstrate improvement in the area of Collective Responsibility on the 5 Essential Survey by moving from Less Implementation 16-17 to Average Implementation in 18-19.					
Target Group or Subgroup:					
All teachers taking survey					
Rationale/Research: (Wiseways or other)					
<p><b>School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory</b></p> <p>A 3 year report (2015-1017) analyzes Liberty Elementary School's level of implementation in topics covering: Discipline Policies, Professional Development, Faculty Involvement, Data Based Decision Making, etc. The report provides a baseline of what Liberty has been successful with and what it needs to improve on.</p>					
Strategies/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Liberty staff will build consistency in understanding types of student misbehaviors and resolutions aligned to Infinite Campus to provide accurate data tracking.	August 14, 2017	Assistant Principal, Instructional Staff	School	None	None
Implement rotation activities to train students on expected behaviors in various parts of the school setting (lunchroom, playground, hallway, bathroom, etc.)	August 16 and 17, 2017	Assistant Principal, Instructional Staff	School	None	None

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Students will participate in a yearlong building focus on kindness including: an all-school assembly (Girl with a Cape), Second Step, Quantum Learning, and PBIS .	Assembly: August 15, 2017, weekly lessons, monthly activities ongoing	PBIS Universal Team, Instructional Staff	School	None to school	PTO sponsored
Monitoring Plan: How will you monitor the effectiveness of your strategy/action? Review of Infinite Campus referral entries					
Baseline Data	Benchmark 1	Benchmark 2			
2016-2017 Tiered Fidelity Inventory	2017-2018 Tiered Fidelity Inventory	2018-2019 Tiered Fidelity Inventory			

<b>Goal #5: Academic Progress</b>					
SIP Goal #5a: <b>ELA (Reading)</b> SMART Goal:					
By the end of the 2018-2019 school year, Liberty Elementary School student performance will increase by 10% overall in the area of reading on the PARCC assessment, as compared to 33% of students meeting or exceeding standards on the 15-16 PARCC assessment schoolwide. In the 2016-2017 school year, this increase will be at least 3%; in the 2017-2018 school year, this increase will be an additional 3%: and finally, in the 2018-2019 school year, this increase will be at least 4% - for an overall growth of at least 10% by the end of this three year period (43% meeting or exceeding standards).					
Target Group or Subgroup:					
<ul style="list-style-type: none"> <li>● Low Income: This subgroup will reach 43% proficiency in 2018-2019 as compared to 18% proficiency in 2015/2016 (increase 25%)</li> <li>● IEP: This subgroup will reach 43% proficiency in 2018-2019 as compared to 3% proficiency in 2015/2016 (increase 40%)</li> <li>● LEP: This subgroup will reach 43% proficiency in 2018-2019 as compared to 9% proficiency in 2015/2016 (increase 34%)</li> <li>● Hispanic: This subgroup will reach 43% proficiency in 2018-2019 as compared to 17% proficiency in 2015/2016 (increase 26%)</li> <li>● Black: This subgroup will reach 43% proficiency in 2018-2019 as compared to 6% proficiency in 2015/2016 (increase 37%)</li> </ul>					
Rationale/Research: (Wiseways or other)					
Reading data on the PARCC assessment identifies a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and	PD: School, District, Or None	Cost:	Funding Source:

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		monitor this activity:			
Implement an effective coaching model in classrooms as provided by reading teacher using a weekly substitute to cover reading interventions.	September 2017 and Ongoing	Reading Teacher and Instructional Staff	District PD	District Funded	District Funded
Teacher will implement ELA frameworks with fidelity and focus on mastery of priority standards.	September 2017 and Ongoing	Building Administration and Instructional Staff	District PD Ongoing	Building Funded cost of half day sub.	Building Funded
Literacy based topics will be presented by Liberty staff during early release days based on survey results.	August 14, 2017 and ongoing	Principal, Reading Teacher and Interventionist	None	None	None
Emphasize D300 iReady Intentional Usage Plan to promote an increase in student pass rates on lessons completed in class and at home.	August 18, 2017 and Ongoing	Principal Instructional Staff	None	None	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
Various types of assessment data will be reviewed including PARCC, iReady, and ACCESS for ELLs					
<b>Target Group</b>	<b>Baseline Data 15/16</b>	<b>Benchmark 1 16/17)</b>	<b>Benchmark 2 17/18</b>	<b>Benchmark 3 18/19</b>	
Schoolwide	33	31			
Low Income	18	16			
IEP	3	9			
LEP	9	11			
Hispanic	17	19			
Black	6	13			

<b>Goal #5: Academic Progress</b>
SIP Goal #5b: <b>ELA (Writing) SMART Goal:</b>
By the end of the 2018-2019 school year, Liberty Elementary School student writing performance will increase by 10% of the possible 60 points (6 point growth) in the average writing scale score on the PARCC assessment. In the 2015-2016 school year, the Liberty Elementary School average writing scale score was 28. In the 2016-2017 school year, this increase will be at least 3% (2 points); in the 2017-2018 school year, this increase will be an additional 3% (2 points): and finally, in the 2018-2019 school year, this increase will be at least 4% (2 points) - for an overall growth of at least 10% (6 points) by the end of the three year period (average of 34 writing scale score on the 18-19 PARCC assessment).
Target Group or Subgroup:

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- Low Income: This subgroup will reach a scale score of 34 average in 2018-2019 as compared to a scale score of 25 average in 2015/2016 (increase 9)
- IEP: This subgroup will reach a scale score of 34 average in 2018-2019 as compared to a scale score of 20 average in 2015/2016 (increase 14)
- LEP: This subgroup will reach 34 average in 2018-2019 as compared to scale score of 23 average in 2015/2016 (increase 11)
- Hispanic: This subgroup will reach 34 scale score average in 2018-2019 as compared to 25 scale score average in 2015/2016 (9 increase)
- Black: This subgroup will reach 34 average scale score in 2018-2019 as compared to 20 scale score average in 2015/2016 (increase 14)

Rationale/Research: (Wiseways or other)

ELA Writing data on PARCC identifies a need for continuous improvement. While our level of proficiency is in line with that of the district average, more than half of our students are not meeting grade level standards as indicated on the 2015-2016 PARCC assessment.

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
The second (2 <sup>nd</sup> ) common writing assessment in Units 2 & 3 (scored with the common district rubric) will be implemented in Google docs and teachers will give feedback digitally.	September 22, 2017 early release (Teachers trained)	Principal, District Admin, Reading Teacher, Reading Interventionist	District PD	District	District Funded
Teachers will participate in professional development activities and implement the writing frameworks with fidelity with an emphasis on priority standards.	Ongoing early release days	Instructional Staff	District PD	None	None
Reading teacher will offer coaching opportunities in the general education classrooms as needed based on survey information of writing needs provided by staff.	September 30, 2017 - Ongoing	Reading Teacher and Instructional Staff	School	Half day sub cost	Building Budget

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Various types of writing assessment data including PARCC, ACCESS for ELLs, and Wonders

Target Group	Baseline Data PARCC ELA Writing Assessment 2015/2016	Benchmark 1 PARCC ELA Writing Assessment 2016/2017	Benchmark 2 PARCC ELA Writing Assessment 2017/2018	Benchmark 3 PARCC ELA Writing Assessment 2018/2019
Schoolwide	28	28		
Low Income	25	25		
IEP	20	22		
LEP	23	24		
Hispanic	25	26		
Black	20	22		



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<b>Goal #5: Academic Progress</b>					
SIP Goal #5c: <b>Mathematics</b> SMART Goal:					
By the end of the 2018-2019 school year, Liberty Elementary School student performance will increase by 10% overall in the area of math on the PARCC assessment, as compared to 42% of students meeting or exceeding standards on the 15-16 PARCC assessment schoolwide. In the 2016-2017 school year, this increase will be at least 3%; in the 2017-2018 school year, this increase will be an additional 3%: and finally, in the 2018-2019 school year, this increase will be at least 4% - for an overall growth of at least 10% by the end of this three year period (52% meeting or exceeding standards).					
Target Group or Subgroup:					
<ul style="list-style-type: none"> <li>● Low Income: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 26% proficiency in 2015/2016 (increase 25%)</li> <li>● IEP: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 3% proficiency in 2015/2016 (increase 49%)</li> <li>● LEP: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 20% proficiency in 2015/2016 (increase 31%)</li> <li>● Hispanic: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 30% proficiency in 2015/2016 (increase 21%)</li> <li>● Black: This subgroup will reach 52% math proficiency in 2018-2019 as compared to 12% proficiency in 2015/2016 (increase 39%)</li> </ul>					
Rationale/Research: (Wiseways or other)					
Math data on PARCC identifies a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
Teachers will use the Math Expressions and i-Ready frameworks to provide intentional whole-group and small-group vocabulary instruction.	September 2017 and Ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Teachers will emphasize D300 iReady Intentional Usage Plan to promote an increase in student pass rates on lessons completed in class and at home.	August 18, 2017 and Ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Teachers will intentionally utilize math manipulatives during instruction to move from the concrete to the representational/pictorial to the abstract.	September 2017 and Ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Teachers will further develop math talk with an intentional focus on providing students with look-fors so that they can critique reasoning and construct viable arguments.	September 2017 and Ongoing	Principal, Grade Level Math Teachers	District PD	District Funded	District Funded
Utilize \$6,000 provided by Superintendent Heid to develop after school Math Club using iReady data to target students needing support in numbers &	Following data review meetings in Fall 2017 and Winter 2017	Principal, Grade Level Math Teachers	School	District Funded	District Funded

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operations and algebra & algebraic thinking				
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
<ul style="list-style-type: none"> <li>Various types of assessment data will be reviewed including PARCC, iReady, ACCESS for ELLs, data review meeting notes, student roster data for intervention groups provided by math interventionist</li> </ul>				
Target Group	Baseline Data PARCC Assessment 2015-2016	Benchmark 1 PARCC Assessment 2016-2017	Benchmark 2 PARCC Assessment 2017/2018	Benchmark 3 PARCC Assessment 2018/2019
Schoolwide	42	31		
Low Income	26	15		
IEP	3	14		
LEP	20	9		
Hispanic	30	17		
Black	12	13		

<b>Goal #5: Academic Progress</b>
SIP Goal #5d: <b>Science</b> SMART Goal:
By the end of the 2018-19 school year, Liberty Elementary School student performance will increase by 10% overall on the Illinois Science Assessment (ISA), as compared to baseline data obtained from the 2015-16 Illinois Science Assessment. In the 2016-17 school year, this increase will be at least 3%; in the 2017-18 school year, this increase will be an additional 3%: and finally, in the 2018-19 school year, this increase will be at least 4% - for overall growth of at least 10% by the end of this three year period.
Target Group or Subgroup: All Students
<ul style="list-style-type: none"> <li>Low Income Subgroup: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average</li> <li>IEP: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average</li> <li>LEP: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average</li> <li>Hispanic: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average</li> <li>Black: By the end of the 2018-19 school year, student performance will increase by an overall percentage in the area of Science on the Illinois Science Assessment so that students in this subgroup meet the school wide average</li> </ul>
Rationale/Research: (Wiseways or other)
With the implementation of the Illinois State Science Assessment (ISSA) in the 2015-2016 school year, it will be critical to gauge the growth and performance of students in the area of science on an annual basis.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:
In Spring 2018, teachers will be provided with professional development in Discovery Science.	April 23, 2018 Institute Day	District Admin, Instructional Staff	None	None	None
Liberty Elementary School will continue to successfully implement STEM to provide students with inquiry based activities aligned to the Next Generation Science Standards	Ongoing throughout school year	Principal, STEM Teacher, Instructional Staff	None	None	None
<b>Monitoring Plan: How will you monitor the effectiveness of your strategy/action?</b>					
<ul style="list-style-type: none"> <li>● ISA results, STEM performance reports, data review meeting notes</li> </ul>					
Target Group	Baseline Data 15/16	Benchmark 1 16/17	Benchmark 2 17/18	Benchmark 3 18/19	
Schoolwide	% proficient	% proficient	% proficient	% proficient	
Low Income	% proficient	% proficient	% proficient	% proficient	
IEP	% proficient	% proficient	% proficient	% proficient	
LEP	% proficient	% proficient	% proficient	% proficient	
Hispanic	% proficient	% proficient	% proficient	% proficient	
Black	% proficient	% proficient	% proficient	% proficient	